

Evergreen School District Model Programs and Practices

District Information

CD (County District) Code: 4369435

County: Santa Clara

District (Local Educational Agency): Evergreen School District

Demographics

Enrollment: 11,483

Location Description: Suburban

Overview

Evergreen School District provides all students a high quality education in a safe and nurturing environment where each student demonstrates a spirit of respect, responsibility, global-mindedness and a commitment to achieving academic and civic excellence. Evergreen School District, in partnership with the community, will be a place where teachers, staff and students are partners in developing each student's unique potential.

We are proud to serve a diverse population of 11,483 TK–8 students. There are eighteen schools; fifteen elementary and three middle schools. The ethnicity of our students are as follows: African American 2.15%, American Indian 1.05%, Asian 39.53%, Asian Indian 17.2%, Filipino 7.67%, Hispanic 23.99%, White 7.47%. The significant subgroups are low income 33%, English learners 24% and foster youth <1%. Our unduplicated percentage is 39.94, per CALPADs report.

The District's Strategic School Plan is comprised of five goals that align with the 8 LCAP priorities with the common goals of Equity, Local Control and Continuous Improvement.

- Retain existing students and attract new students to the District
- Provide equitable education resources and facilities
- Achieve financial stability and sustainability
- Enhance use and intergration of technology by student, teachers, staff and families

- Attract and retain teachers and staff, especially those with specialized credentials

All of the District's eighteen schools have been California Distinguished schools; a recognition of outstanding educational programs and practices. Most recently the California Gold Ribbon was awarded to four (Chaboya Middle School, LeyVa Middle School, Quimby Oak Middle School, Evergreen Elementary School) of our eighteen schools and the National Blue Ribbon to two (James Franklin Smith Elementary and Evergreen Elementary) schools. We are happy to be honored among the list of prestigious recipients.

With 900 employees in our district, our school staffs work tirelessly to support their students. From teachers cultivating curiosity to food service staff dishing up nutritious meals, the dedication of school staff is evident! We continue to foster healthier, happier school employees who are satisfied, successful and productive at work. School employee wellness means support for the physical, emotional and professional well-being of all school employees, from teachers and administrators to food service and maintenance staff. Supporting the well being of school employees will foster a culture of health among all staff in which healthy behaviors are supported and encouraged both at school and at home.

Model Program/Practice

Description

Evergreen School District engages students in authentic learning that prepares them with the skills to be global-minded citizens.

In 2013 our District leadership undertook 3 intentional actions:

- We engaged in honest conversations to align the culture and practices of our district for 21st century teaching and learning.
- We opened our doors and invited WestEd in to undertake a comprehensive 4 Dimensional Study of our organization and its practices.
- We launched a cultural transformation to focus on developing habits of the 4 Cs, (communication, critical thinking, collaboration, and creativity) and shared leadership at all levels; students, parents, staff.

These three actions, combined with a focus on continuous improvement, have resulted in a cultural transformation where learning how to learn is the focus. By valuing all voices our students thrive.

College and career ready students need to not only be fluent in reading, writing, and mathematics, but also, they need to know how to think critically, be innovative in approaching problems, collaborate with others, communicate well, and advocate for themselves and others. Through a collaborative process with both internal and external

audiences, Evergreen School District identified and articulated student outcomes and formalized them in our Profile of a Learner. We actively engage our partners and other like-minded learning organizations to strengthen our work. In collaboration with organizations such as the East Side Alliance, New Tech Network, EdLeader21, the League of Innovative Schools, Sobrato Organization (SEAL) and YouthTruth Survey, we are able to leverage our change efforts towards deeper learning and social-emotional strength and spread the work throughout all schools.

We also know that the world our students will inherit is global and will require them to navigate cultural differences through empathy. We intentionally seek to provide our students with opportunities to engage authentically with others from around the world. Starting in 2012, each year our District facilitated the 21st Learning Institute. The Institute brings together Evergreen School District educators, educators from across the state, and amazing thought partners such as Sam Seidel, Sharroky Hollie, Chris Emdin, Ron Berger, Jennie Magiera, Pedro Noguera, and Ken Kay. Additionally since 2015, we have participated in a global partnership with educators and students in Beijing, China. Technology allows our students and the Chinese students to learn together in real time. Delegations of Chinese students and educators have visited our schools and spent the day learning with our students and staff. Most recently, in collaboration with the Santa Clara County Office of Education, our district was able to host a Shared Studio Portal, wherein students, staff, and the community were invited to engage in real time conversation with people in other parts of our country and the world.

Implementation and Monitoring

In 2016, with much groundwork laid for the implementation of deeper learning, the Superintendent challenged each principal to work with his/her community to determine how their school would be deepening their work to engage students in authentic learning. What will your school be known for and how will it be different from the one down the street? This question and the defined autonomy that accompanied it, allowed our school communities to meaningfully engage in charting their own path to deeper learning. Several of our schools have undertaken intentional efforts to incorporate science, technology, engineering, arts, and math (STEAM) into their daily work with students. Others have focused on project-based learning. Four schools have partnered with the Sobrato Early Academic Language (SEAL) that is designed to build the capacity of elementary programs to produce engaged, confident, skilled and motivated learners. Our Pathway Awards Program enables students in TK, 6th and 8th grade who are learning two languages to practice their languages within the community, reinforce learned literacy skills, enhance their public speaking skills, and build empathy for others. The Pathway Award places students on a trajectory for the Seal of Biliteracy in High School. Regardless of the school's focus, each understands that learning needs to be authentic and engaging and that when our students leave us, they will manifest the six outcomes articulated in our Profile of a Learner.

In 2015, we established a relationship with the Youth Truth organization and began to utilize their tools to monitor students, parent, and staff perception of school culture and climate. These tools when used in conjunction with other tools, including our annual

LCAP survey and CAASPP data, let us know where we are making progress and how we are impacting student achievement.

Our Professional Learning Communities (PLCs), Instructional Rounds (Elmore, 2009), and other professional learning opportunities have helped in the identification of best practices. Our efforts of using data to drive decisions show improved outcomes for some students and areas of challenge that we intentionally have on the forefront of this plan.

The District Leadership Team (DLT) and our District English Language Coordinating Council (DELCCo), with representation from all 18 schools, reflect on our data and provide recommendations for next steps and improvements. These teams supported shift in our site Danielson walkthroughs by suggesting improvements to our protocols. This included adding classroom teachers to the walk-through teams and deeper calibration with the Danielson Rubric. The DLT and DELCCo engage in professional learning and conversations about equity and cultural responsiveness. We believe diversity of our district is an asset for our schools and communities.

Results and Outcomes

Our data supports the two categories of recognition for this award which include Positive Culture and Climate with an emphasis on Student and Family Engagement and Exceptional Strides in Student Achievement with an emphasis on the Implementation of State Academic Standards and/or Access to a Broad Course of Study.

Full-day kindergarten is a successful strategy for closing achievement gaps and encouraging success. Longitudinal data suggests that full-day kindergarten classes show greater reading and mathematics gains (Walston and West). Full-day kinder can produce long-term educational gains, especially for low-income and minority students (Education Commission of the States). Full-Day kindergarten offers social, emotional and intellectual benefits to kindergarteners, giving them more time to focus and reflect on activities and transition between them (National Institute for Early Education Research).

We administer the YouthTruth survey, a climate survey, to our students, parents and staff. The data derived indicates our success in engaging students in authentic learning that prepares them with the skills to be global minded citizens. Results confirm that we have made exceptional progress in perceptions of school culture and climate and specifically in engaging students and parents. Additionally, we recognize a relationship between student achievement, a strong positive culture, and climate. The tables below details the relationship between Positive Culture and Climate and Exceptional Strides in Student Achievement. We anticipate the leader indicator of Positive Culture and Climate will be followed by additional gains in student achievements and remain committed to presenting these two referece points in side by side.

Since launching Parent University, a series of district-offered parent workshops, more than a decade ago, our strategy has been clear and direct – to support and enable

families to engage with their children and thrive. The more opportunities for parents to learn about specific topics from professionals with expertise. Many of the classes are strategically structured to support families work with their children together. We believe that parents learning shoulder to shoulder with their child is very powerful. Our workshops provide a venue for parents with similar interests to gather and share challenges and successes with others in a positive environment. In the spirit of continuous improvement, by actioning feedback and increasing diversity in our course offerings we have nearly doubled attendance.

Our stakeholder engagement is a critical data point reflecting the impact of our programming. 63% of the individuals who took our LCAP survey in 2016–17 report being somewhat or very familiar with the District LCAP, in comparison with 47% of individuals in 2015–16.

The results from our Danielson Walk-throughs highlight our areas of focus related to student engagement and questions as it relates to the implementation of standards.